Literacy Stations: Bringing Language Alive!

2008 OELAS Conference
December 9th ~ 4:00-5:00pm

Student displays elaboration project.

Elaboration Station

Self Selected Reading Station

Guided Reading Station

Presenters Sonja Moman and Deanna Watts

Wondering how to teach standards and skills in an authentic, engaging manner? Try Literature Stations! After a brief research overview and description of how literature stations work, participants will experience abbreviated literature stations to understand the application. When the hour is complete, participants will have a research-based means of teaching English along with handouts delineating the research and a possible implementation plan that will facilitate meeting the ADE expectations.

Presentation Schedule

Introduction
      Welcome, research, initial adaptation and justification

Adaptation
      Student needs, ELP Standards and adaptation process

Mini Rotations (10 minutes each)

- **Self-Selected Reading Station** *Unattended*
  Set-up of two versions of SSR for participants' perusal

- **Elaboration Station** *Deanna*
  Sample fairy tale experience

- **Guided Reading Station** *Sonja*
  Sample Drama/Non-Fiction experience

Closure and Questions
      Bibliographic resources and open Q & A

Ms. Watts' ELD Class
Heritage Elementary School

Building Background!

Research supports an integration of multiple paradigms to implement a constructivist classroom.

Critical Role of Schemata in Language Acquisition

(Freeman & Freeman, 2004)

Authentic Experiences over Disconnected Drills

(Freeman & Freeman, 2004)

Engagement's Role in Accountability

(Guastello & Lenz, 2007)

Choice: Multiple Venues

(Guastello & Lenz, 2007)

Project Learning Success Stories

(George Lucas Educational Foundation, 2008)

10 Characteristics of Authentic Learning

(Reeves, Herrington & Oliver, 2002)

First Run!

A teacher's most valued experience: borrow, adapt, borrow, adapt, borrow, adapt…
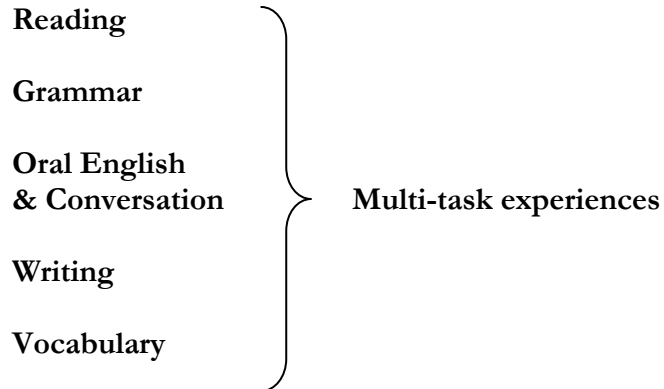
The Four Blocks of Literacy
(Cunningham, P.M., Hall, D.P., & Sigmon, C.M., 1999; Sigmon, C.M., 2001)

Kid Stations

(Guastello & Lenz, 2007)

Literature Stations for SEI?

Integration of language opportunities for ELLs

Reading

Grammar

**Oral English
& Conversation**   }   **Multi-task experiences**

Writing

Vocabulary

(Arizona Department of Education, 2008)

What Do My Students Need?

Designing a program based on student needs, curricular expectations, personal style and new ideas

Language Proficiency

(AZELLA and Teacher Made Tests)

Observation/Teacher Consult

(Classroom Visits & Collegial Dialogue)

Adapting Known Models

(Use and Discard)

Self-Selected Reading Station – à la Teacher Watts

In this group, the kids are able to choose what they want to read. On some days, I give them the purpose for reading. On other days, they choose their own purpose. I make sure they know that before they read, they must know their reason for reading. Some of the purposes include the following: making connections with the reading, recording questions they encounter before, during and after their reading, making predictions and then checking them, and recording their thoughts as they read.

I model the procedure before doing any of these activities. I frequently share my own thinking with them as I read. The kids use post-it notes to record their questions, connections, etc. as they read. I also have them mark the page number on the note. They have a spot in the room where their name is on a poster and they put their post it notes on this throughout the week. Before they put them up, they share their thoughts with the group. We revisit them periodically as they progress through their book.

While I am working with the fairy tale group, I frequently visit the silent readers to ask them questions about their reading and see how they are interacting with their book.

I have a graffiti wall for the kids to record anything they want about the books they are reading. They write about what they like about the book and try to convince others to read their book. They enjoy writing on a wall that's covered with butcher paper!

I also have discussion questions for the kids to use in their groups. I have these laminated and on a ring. Some of the questions for discussion include the following:
(1) What is the setting in your story? Have you ever been to a similar place? Would you like to? Why/Why not?
(2) Who are the main characters? Who do you like the most? The least? Why?
(3) Would you want any of the characters in the story as your friend? Explain.
(4) What connections did you make in this story?
(5) If you could change something about the story, what would it be? (Possibilities include setting, characters, problem, and solution).
(6) What do you think will happen next in the story? Why?
(7) How is one of the characters in the story like you?
Explain.
(8) How is one of the characters not like you? Explain.

Each day, before the kids leave, they write a quick summary of their reading.

At the end of the book, they write out a book review. Their goal is to get other kids to want to read this book if they thought it was interesting. Their book reviews are published for the class and one is published for the library.

I truly believe in authentic activities!
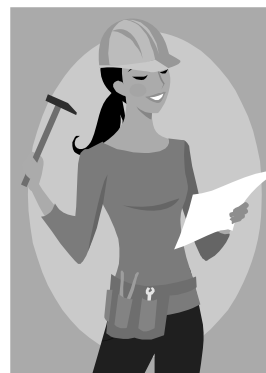
Elaboration Station – à la Teacher Watts

Students in this group are introduced to a variety of fairy tales. We read them as a group and discuss the characters (good and evil), problem, solution, and setting. I read a fairy tale to them up to a certain point and then we finish the story, as a class. We discuss what the problem is and how that might be solved and then think of sequential steps to get to the solution. Another way the kids interact with a fairy tale is for me to start a fairy tale in the middle. As a group, we must think about what is happening now, and then think about what might happen to lead to this. We then go backwards and create the story from the beginning. After doing both of these exercises, I read them the real ending or beginning after we have made up our own.

I then have the kids create a beginning and an ending with a partner by doing the same format we did as a class. I have them talk about it first, before writing down what they have envisioned. They have the option of drawing it out first and then labeling and making sentences. This usually makes it easier for them to write, when they have a visual.

Finally, the kids do the same process as above, but on their own. Again, they talk about their ideas with a partner before writing it down. I like to have them share with different partners before writing. This really helps them improve their story and envision it more. Again, having them draw out the sequence of events before writing out their story helps them. I always have them share the story with me before writing it. Of course, anyone who would like to share their story with the whole group is invited to do so.

By this time, the kids can't wait to write their own fairy tale. I have them start by discussing with a partner what type of characters they'd like in the story, plus a problem, solution, and setting. Then I have the partners ask each other questions about their story get them thinking about visual details. I want the readers to "see" their stories. I monitor and listen to their stories at this time. Again, I have them share with several partners before writing. I always give the kids a chance to be in the "spotlight" by sharing their story with the entire class. This is a great way to get the whole group involved in sharing their thoughts and questions about the story being told, and maybe even their own stories! The more talking these kids do about their stories, the better!

Before I have the kids write out their fairy tale, I have them draw pictures of each significant event. Depending on their level, they can go right into writing sentences about it, or label the picture.

After they have their fairy tale written, they are to read it to a partner for feedback. Then they can peer edit before I edit their writing. When it is approved, they are ready for publishing. I have purchased blank books from Lakeshore Learning Center for their fairy tales. The kids become real authors and illustrators and love this activity!

Guided Reading Station – à la Teacher Watts

Groups work on a variety of reading genres. For example, they may spend a week on a play. The kids work on their fluency, vocabulary development, and reading comprehension as they learn about the topic being read. The kids are asked to make predictions, connections, and come up with questions throughout the play. They share these with their group. On Friday, they go into another classroom and put on their play. This is a great way to give them an authentic activity to practice their fluency, intonation, and comprehension.

Another activity they do is to read nonfiction texts. As they do so, they are asked to share about what they think they know about the topic. This goes on chart paper as they write sticky notes about their prior knowledge. The heading for this poster is "What I Think I Know". As students read, they can move their sticky notes from this category to "I Was Right" when they find evidence from the text. Finally, they record new information they find from the topic onto the poster, "New Information". This activity keeps the students engaged and helps them be active readers. A follow-up activity that can be done with this is to have the kids write a non-fiction book from the information they've recorded. This again, provides them with an authentic activity.

Closure & Questions!

Structure your classroom in a way that:

- meets the needs of the students
- meets curricular expectations
- is a comfortable teaching style
- integrates across language domains
- provides authentic experiences

References

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